Critical Digital Reading

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Abstract

Critical Digital Reading is a multi-media learning approach to developing and enhancing critical reading abilities, of both, traditional and digital text. Through the use of course materials, (Web 2.0: How-to for Educators and Digital Reading: What’s essential in grades 3-8) I was able to create a Wiki page that serves as the base and organizer of a series of screencasts that are designed to enhance reading ability in elementary school aged children. By demonstrating how to use screencasts and incorporating them into the student’s reading, Critical Digital Reading enables students to better hear themselves and assess their abilities as readers. Thus, incorporating this learning module into the reading workshops of young readers, not only will it aid in developing critical readers, but it also meets several ISTE standards, such as: Digital Citizenship, Empowered Learning, and Global Collaboration. The ease of its use and design of the step-by-step videos allow for children as young as 2nd grade to independently navigate the site and work at their own pace. Students also have the ability to upload their own examples and respond to comments about their uploads, allowing for a more intentional and connected reading experience.

Critical Digital Reading

Critical Digital Reading is a how-to module for creating screencast and incorporating them into the student’s reading experience, in an effort to develop stronger, more critical readers. A Wiki page serves as the base for this multi-media learning module that includes, instructional videos, interactive navigation tutorials, chat forums, and examples of how using the screencasts can improve one’s reading abilities. By incorporating this module into reading workshops, students will be able to identify mispronunciations, inflection problems, and grammatical lapses. Though this module was developed for elementary students, it has potential to be used with students of every age. That being said, due to the complexity of some aspects of the site I would recommend it for 2nd graders or older, as they would be able to navigate and incorporate the screencasts independently.

Objectives

1. Students will be able to create screencasts.
2. Students will incorporate screencasts into their reading experience.
3. Through the use of screencasts students will be better able to identify any problem areas in their reading and develop critical reading skills.
4. By providing student examples to the site, students develop a more intentional and connected approach to reading.
5. The on-line format of Critical Digital Reading allows for the development of the student’s sense of digital citizenship in a collaborative environment.
6. Overall Critical Digital Reading will enhance reader’s fluency and competency.

Standards

Critical Digital Reading addresses several ISTE standards for both students and educators. Student Standards include: Empowered Learners (utilizing technology to enhance reading competency), Digital Citizen (by working legally, safely, and ethically in the digital world), Creative Communicator (Student examples provide a means of self-expression), and Global Collaborative (the open chat forums and ability to upload student examples enriches learning in a collaborative environment). Though Critical Digital Reading touches on several teacher standards as well the one that it is centered around would be, Facilitate and inspire student learning and creativity (through use of knowledge and technological integration teachers enhance student learning in both face-to-face and digital environments).

Materials

To complete this instructional module and enhance the reading experience all you need is:

1. Internet connection/ way to watch instructional videos on Critical Digital Reading page
2. Device capable of recording
3. Either traditional or digital text
4. Critical Digital Reading examples and step-by-step how-to videos

Process

Upon entering the site, students will be prompted to undergo a navigation tutorial. This will provide them with an overview of the site, as well as, allow them to grasp the objectives and navigational processes of the site. Once completed, students will be directed to instructional tutorials for the creation and use of screencasts, via Screencast-O-Matic. As well as, step-by-step how-to videos for incorporating screencasts into their reading experience. Upon completion, students will not only know how to create and incorporate screencasts into their reading experiences, but will also be given the opportunity for self-expression and digital collaboration through means of uploading personal examples or engaging in general chat forums.

Assessments

Due to the nature of the learning module, assessments can come in a variety of ways. For example, teachers could select a text at the beginning of the school year and record the students’ reading and then intermittently record the students’ rereading the text to note increases in development of fluency and competency. However, this site was primarily designed as a self-assessment tool. Students will have the ability to record and listen to themselves reading in an effort to catch mispronunciations, inflection problems and grammatical lapses. Also, the ability to pause recordings ensure students the opportunity to look up up words they do not know or make connections to the text, whether internal or external. This allows the students to assess their growth in both competency and critical reading ability. Finally, the incorporation of technology in their reading, via screencasts, in it of itself is progression, but barring that, uploading student examples promotes growth in ISTE standards as well.

References

Bass, W. L. II, & Sibberson, F. (2015). *Digital Reading: What’s Essential in grades 3-8*. Urbana, IL: NCTE (National Council of Teachers of English).

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